 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Kaitlyn Bowie **Lesson #:** 5 **Facet:** Interpret

**Grade Level:** 7 **Numbers of Days:** 2-3

**Topic:** "The Golden Compass"

**PART I:**

**Objectives**

Student will understand that by piecing together these themes, a reader can construct and objective summary of the text. Student will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.) Student will be able to understand the relationship between the plot and the themes. Product:Glogster

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am helping students to understand the relationship between themes and characters, and how the progression of themes throughout the text connects to the development of the character(s) throughout the course of the text as well.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will use the Example/Non-Example method to gauge and refresh students on what qualifies as a theme and what is a moral. I will call out examples of themes and moral from "The Golden Compass" and instruct students to hold up one hand if they think it is a theme, and two hands if they think it is a moral. I will then give brief explanations as to why each example is a theme or moral.

**Section II – timely feedback for products (self, peer, teacher)**

Students will present their glogster to the class, and will compare their glogster to those who did the same character to take note of the different ways a theme can be physically interpreted. I will then grade their glogster based off of a pre-designed rubric.

**Summative (Assessment of Learning):** I am helping students learn to connect themes to different characters from "The Golden Compass," and then relate that connection to the development of the plot of "The Golden Compass" and how that plays into the development of the character. I will do this by having students create a Glogster which will function as a visual representation of their chosen character from "The Golden Compass" and their connection to four of the themes.

**Integration**

**Technology:** Students will use the site Glogster to create a visual representation of their chosen character from "The Golden Compass" and connect them to four themes from "The Golden Compass." Glogster allows students to create digital posters that can incorporate music/audio, video, and photographic pieces to enhance their argument of connection between theme and character.

**Content Areas:** I am incorporating Art and Digital Media into this lesson through the use of the Glogster program. It not only allows students to use traditional art mediums such as drawing and painting, but also allows for the use of digital mediums such as photography, movie making, and audio recording.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will choose a character from "The Golden Compass" and write their name in the center of the Time-Order Chart graphic organizer. I will then orchestrate a class wide discussion and have students share why they picked the character they did. They will then, in their character groups, connect the character to four separate themes, each theme supported by textual evidence. Once they have their four themes established, each student will then fill out the rest of the graphic organizer n their own. I will then use Jigsaw cooperative learning strategy to separate the students into groups of students who chose the same character, and they will decide on the four themes that apply to their character.

**Section II – Groups and Roles for Product**

The students will decide on four themes that connect to that character as a group, and then break off and find textual evidence on their own. This evidence will be incorporated by that student in some way in their final Glogster. Students who chose the same character will then share their final Glogster with one another to look for any similarities and/or differences in how they presented the character with the corresponding themes.

**Differentiated Instruction**

**MI Strategies**

**Logical:** These students will enjoy learning and exploring the Glogster program and using the various editing tools to create a visual representation of their character to the corresponding themes from "The Golden Compass."

**Verbal:** These students will enjoy presenting their character Glogster and explaining the themes, which they connected to their character from "The Golden Compass."

**Visual:** These students will enjoy using the various elements in Glogster to create a visual representation of the relationship between their character and their corresponding themes from "The Golden Compass."

**Musical:** These students will enjoy being able to use music videos and files as part of their visual representation glogster of the relationship between their character and themes from "The Golden Compass."

**Intrapersonal:** Students will enjoy working with their group to decide the themes corresponding to their character and working together to find textual evidence from "The Golden Compass."

**Naturalist:** These students will enjoy being able to use the character Iorik Byrnison, and armored polar bear, for their character representation Glogster and relate him to four themes from "The Golden Compass."

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.

**Extensions**

**Type II technology:** The use of Glogster, which incorporates the characteristics of a traditional poster, but builds upon it by also allowing for the use of audio, music, and videos in the digital "poster."

**Gifted Students:** Students who wish for more of a challenge will be encouraged to select a character that was not represented in one of the six pictures in class and connect them to four themes that appear throughout the course of "The Golden Compass."

**Materials, Resources and Technology**

* *Pictures of the six main characters to hang on different places in the room.*
* *Laptops*
* *A Glogster account*
* *[Time-Order Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf" \t "_blank)*

**Source for Lesson Plan and Research**

*[Glogster Edu](http://edu.glogster.com/" \t "_blank)*

http://edu.glogster.com/

*This is the Glogster site where students will create their digital posters. Glogster Edu allows you to search for images and resources in a site database, but limits it to content appropriate for schools. This will help to negate any concern parents might have with their children coming across inappropriate content.*

*[Golden Compass Themes](http://www.shmoop.com/golden-compass/themes.html" \t "_blank)*

http://www.shmoop.com/golden-compass/themes.html

This is a resource site for students where they can find a list of some of the themes in "The Golden Compass" in order to help stimulate thought if they find themselves struggling with identifying themes from the text alone. It also references the text, so it will help students to understand what kind of events play into that particular theme.

[Time-Order Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf" \t "_blank)

http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf

This graphic organizer will be the main tool used by students when planning out the themes that connect to their chosen character from "The Golden Compass." They will write the name of the character in the "Topic" box, one theme in each of the "Event" boxes, and will then put textual evidence of that theme connection to their chosen character in the small boxes beneath their chosen theme.

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Day 1 (80 Minutes)**

1- Have students look at their options for characters from "The Golden Compass" that have their pictures posted on the wall, and then select the character they will want to talk about. I will then orchestrate a class wide discussion so as to let students share why they chose the character they did. (15 minutes)

2- Students will form groups based off of the character they chose, maximum group members is 4-5. (5 minutes)

3- Groups will select their four themes for their selected character from "The Golden Compass" and begin searching for textual evidence in their books and are welcome to reference their blogs/ group member's blogs. (10)

4- Checking for understanding using the Example/Non-Example method to gauge and refresh students on what qualifies as a theme and what is a moral. (10)

5- Continue with textual evidence hunting. (10)

6- Have students sign up for a Glogster Edu student account using the code I will give them to connect to my Glogster account. (20)

7- Give students the remainder of the class to explore Glogster and begin their projects. (20)

**Day 2 (80 Minutes)**

1- Troubleshooting and workshop. (80)

**Day 3 (80 Minutes)**

1- Present Glogs (40)

2- Discuss with character groups about the ways they chose to represent the themes and their connection to the character. (40)

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four or five. Students will understand that there are a wide array of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. *They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.* Students will enter the classroom and see pictures of six of the main characters from "The Golden Compass" hung up in different corners in the room. I will instruct students to select one character that they want to cover in their next project. I will then have each character group split into groups of 4 or 5, which will become their text research group.

**Where, Why, What, Hook MI Tailor's:** Visual, Interpersonal, Naturalist, and Verbal.

Students will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.). I will have Students choose a character from "The Golden Compass" and write their name in the center of the Time-Order Chart graphic organizer. They will then connect the character to four separate themes, each theme supported by textual evidence. I will then use Jigsaw cooperative learning strategy to separate the students into groups of students who chose the same character, and they will decide on the four themes that apply to their character. They will each be assigned a theme, and will collect textual research, which they will share with the rest of their group before the end of class. I am helping students to learn about the connection of themes to characters of their choosing from "The Golden Compass."

**Equip, Explore, Rethink, and MI Tailor's:** Logical, Interpersonal, Visual, Intrapersonal, and Verbal.

Students will choose a character from "The Golden Compass" and write their name in the center of the Time-Order Chart graphic organizer. They will then connect the character to four separate themes, each theme supported by textual evidence. I will then use Jigsaw cooperative learning strategy to separate the students into groups of students who chose the same character, and they will decide on the four themes that apply to their character. They will each be assigned a theme, and will collect textual research, which they will share with the rest of their group before the end of class. Students will create a Glogster using their graphic organizer, which visually represents their character and the connection to their themes. I am helping students to learn about the connection of themes to characters of their choosing from "The Golden Compass." Students will present their Glogster to the class, and will compare their Glogster to those who did the same character to take note of the different ways a theme can be physically interpreted. I will then grade their Glogster based off of a pre-designed rubric.

**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Logical, Interpersonal, Visual, Musical, Intrapersonal, and Verbal.

Student's will self-assess by looking at the Glogster's made by other in their same character group and seeing the different ways in which their chosen themes from "The Golden Compass" could be represented. Student's will not necessarily need to make corrections to their Glogster based off of what they have seen from their peers, so long as they still meet the requirements of the rubric I have given them. This assignment will help students learn to recognize when a theme is playing into the development of a character and how it impacts the overall plot of "The Golden Compass." This lesson connects to lesson six where students will be tracking the progression of a particular theme throughout the course of "The Golden Compass" through the use of a digital portfolio. Their character Glogster's can be used as digital artifacts to show a point in which a particular theme progresses alongside the story.

**Evaluate, MI Tailor's:** Interpersonal, Intrapersonal, Visual, Verbal, Natural, and Musical.

**Content Notes**

*Students will know critical details in "The Golden Compass" (i.e when Lyra learns about dust, when Lyra become the assistant of Ms. Coulter, when Lyra learns the truth about the Gobblers, etc.)*

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four or five. Students will understand that there are a wide array of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. *They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text*. Students will enter the classroom and see pictures of six of the main characters from "The Golden Compass" hung up in different corners in the room. I will instruct students to select one character that they want to cover in their next project. I will then have each character group split into groups of 4 or 5, which will become their text research group. Once the groups are established I will hand out the Time-Order Chart graphic organizer and explain to students how they will go about using it. They will write the name of the character in the "Topic" box, one theme in each of the "Event" boxes, and will then put textual evidence, found on each student’s own, of that theme connection to their chosen character in the small boxes beneath their chosen theme. I will give the students ten minutes to begin their research and will, at the ten minute mark, ask students to find a stopping point in order to perform a checking for understanding exercise.

I will then use the Example/Non-Example method to gauge and refresh students on what qualifies as a theme and what is a moral. I will call out examples of themes and moral from "The Golden Compass" and instruct students to hold up one hand if they think it is a theme, and two hands if they think it is a moral. I will then give brief explanations as to why each example is a theme or moral. In the case of a substitute teacher, I will have a pre-made list of themes and morals prepared that they can use, with brief descriptions written for the substitute to read to the students after they have given their answer. This exercise will last for about ten minutes, but can be lengthened or extended based on how I feel the class comprehending. Students will have another ten minutes of research time after this exercise.

Before class ends I will have the students sign up for *[Glogster Edu](http://edu.glogster.com/" \t "_blank)* using the code I give them so that their Glogster will be connected to my own. If errors occur with this then students will create their own individual Glogster and email a link to their project. Whatever time is remaining after this will be given to the student's to explore Glogster and begin their project. The following day will be used as a workshop and troubleshooting period so as to help students prepare to present their Glogster in the next class session.

**Handouts**

* [Time-Order Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf" \t "_blank)

<http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf>

* The project rubric*.*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** This learning style will be met with the use of the graphic organizer to help student's identify the themes with their chosen character and supported by textual evidence found in their group. They will also have a rubric for their Glogster to reference so that they know what elements are expected of their final product.

***Microscope:*** This learning style will be met by the need to analyze the personality of the character they chose from "The Golden Compass" and developing and understanding of their goals and purpose in order to best place them with the best fit of themes from "The Golden Compass."

***Puppy:*** This learning style will be met through the use of groups for research and comparison of their final Glogster. Thy all share a liking for a particular character and will feel comfortable discussing their thoughts about the characters themselves and the themes they feel best fit.

***Beach Ball:*** This learning style will be met through the encouraged level of creativity needed to create the best possible Glogster that accurately conveys the themes they feel best connect to their chosen character from "The Golden Compass."

***Rationale:*** This lesson will actively engage all kinds of learning styles and helps prepare students with technical tools that will be of use later to them in their educational career.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** I will use the Example/Non-Example method to gauge and refresh students on what qualifies as a theme and what is a moral. I will call out examples of themes and moral from "The Golden Compass" and instruct students to hold up one hand if they think it is a theme, and two hands if they think it is a moral. I will then give brief explanations as to why each example is a theme or moral.

***Summative:*** The students will each be assigned a theme, and will collect textual research which they will share with the rest of their group before the end of class. Students who chose the same character will then share their final Glogster with one another to look for any similarities and/or differences in how they presented the character with the corresponding themes.

***Rationale:*** This will assess whether a student fully understands how to identify the connection between characters and themes and how they play into the overall plot of "The Golden Compass." By receiving feedback from their peers, students will be able to reflect on whether or not their thought process behind their connections are clear and are supported by textual evidence.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** Student will understand that by piecing together these themes, a reader can construct and objective summary of the text. Student will know critical details in "The Golden Compass"

***MLR or CCSS:***

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

***Facet:*** Interpret

***Rationale:*** This lesson meets the standard by giving students the chance to exercise their understanding of the relationship between the characters and the themes in a piece of literature.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** These students will enjoy presenting their character Glogster and explaining the themes, which they connected to their character from "The Golden Compass."

**Logic:** These students will enjoy learning and exploring the Glogster program and using the various editing tools to create a visual representation of their character to the corresponding themes from "The Golden Compass."

**Visual:** These students will enjoy using the various elements in Glogster to create a visual representation of the relationship between their character and their corresponding themes from "The Golden Compass."

**Musical:** These students will enjoy being able to use music videos and files as part of their visual representation Glogster of the relationship between their character and themes from "The Golden Compass."

**Interpersonal:** Students will enjoy working with their group to decide the themes corresponding to their character and working together to find textual evidence from "The Golden Compass."

**Naturalist:** These students will enjoy being able to use the character Iorik Byrnison, and armored polar bear, for their character representation Glogster and relate him to four themes from "The Golden Compass."

***Type II Technology:*** The use of Glogster, which incorporates the characteristics of a traditional poster, but builds upon it by also allowing for the use of audio, music, and videos in the digital "poster."

***Rationale:*** The technology used in this lesson extends beyond the normal presentation methods that would normally fit these learning styles, while still appealing to these different styles and allowing for the use of audio, video, music, and digital art.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***C. Through the combined use of the Time-Order Chart and Glogster, I am encouraging students to reflect upon what they have learned about their chosen character while reading "the Golden Compass" and connecting that to the development of the themes in that same novel, and ultimately how all of these pieces play into the overall plot.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** A. The Glgoster tool that I am having student's use can be utilized in other project in this course, and beyond my class in other subjects in a way that is engaging and shows a great deal of creativity and inventiveness.